

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • S-4

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *What's in a Name?* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 130 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What is another word for your last name? (family name)

What are the origins of some family names? (father's name, job, feature, etc.)

If time permits, repeat the steps above using part 2 of the passage, *What's in a Name?*

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card, read the noun, and tell you whether it is a proper noun or regular noun. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move and should return the card to the bottom of the stack. It is then your turn. Repeat the game as time permits.

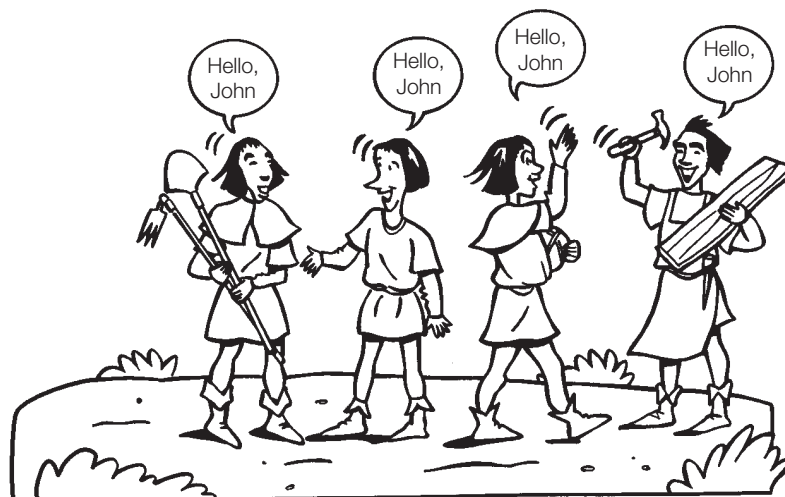
Part 1

Your last name is your family name. Your family name has
 probably been in your family for hundreds of years. Many
 years ago, people had only one name.

In small villages, many people had the same name, such as
 John, and it started to get confusing. The villagers had to add
 words to understand which John they were talking about.

Some Johns were known by adding their father's name, such
 as John, David's son. Others were known by where they lived,
 such as John from the hill. Others were known by the job they
 did, such as John the carpenter. Still others were known by
 some personal feature, such as John with white hair.

David's son became John Davidson. John from the hill became
 John Hill. John the carpenter became John Carpenter, and
 John with white hair became John White.



Part 2

"Mac" and "Mc" mean "son of" and occur in Scottish and Irish names. MacDonald means son of Donald. 12
18

"Ez" at the end of a name means "son of" in Spanish. 30
Rodriguez means son of Roderick. Yamamura is Japanese. 38
Yama means mountain, and mura means village. 45

Some of the jobs that people did in the Middle Ages, when last 58
names first started, no longer exist. The names, however, still 68
live on. Some of these include cooper, or a person who made 80
wooden barrels. A fletcher made arrows. 86

Many of the people going to America from Europe had difficult 97
names to pronounce and spell. To make things less difficult, they 108
changed their names. Sometimes people arrived in the country 117
and an official would change their name for them. This was 128
because the official couldn't understand them when he asked 137
them their name, or he couldn't spell it properly. 146

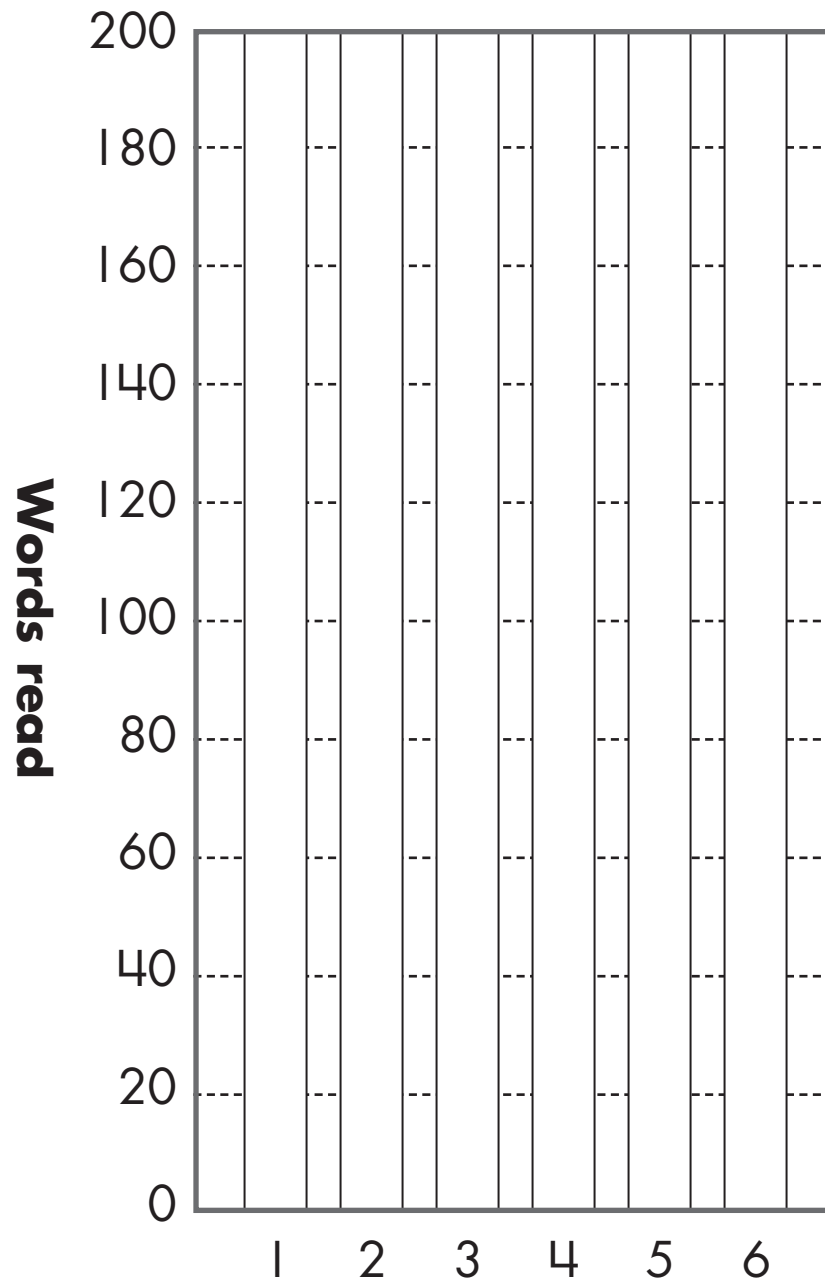


Fluency

Repeated Reading Bar Graph

Lesson S-4

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6



family 1	John 2	village 1	David 1
carpenter 3	Davidson 2	MacDonald 2	name 2
Spanish 3	father 2	country 3	America 2
Rodriguez 2	hill 1	Europe 3	people 2

Fluency

Game Board

Lesson S-4

